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ABSTRACT

This book demonstrates that an indigenous teachers' group has the potential to transform the culture of schooling. Personal narratives by Yup'ik Eskimo teachers speak directly to issues of equity and school transformation. Their struggles represent the beginning of a slow process by a group of Yup'ik teachers (Ciulistet) and university colleagues to reconcile differences and conflict between the cultures of school and community. Their story provides insights for others involved in creating culturally responsive education that fundamentally changes the relationship between teachers and schooling, and between the community and schooling. This book is organized in four sections: introductory framework; description of the Cross-Cultural Education Development Program (alternative teacher education in rural Alaska Native communities) and narratives of three Yup'ik teachers depicting their struggles to be fully accepted as teachers; Yup'ik teaching methods and ways of incorporating ancient Yup'ik wisdom into schooling; and implications for wider change. Chapters are "Introduction: A Framework for Understanding the Possibilities of a Yup'ik Teacher Group" (Jerry Lipka); "The Evolution and Development of a Yup'ik Teacher" (Gerald V. Mohatt, Nancy Sharp); "Two Teachers, Two Contexts" (Gerald V. Mohatt, Fannie Parker); "Don't Act Like a Teacher! Images of Effective Instruction in a Yup'ik Eskimo Classroom" (Sharon Nelson-Barber, Vicki Dull); "Identifying and Understanding Cultural Differences: Towards a Culturally Based Pedagogy" (Jerry Lipka, Evelyn Yanez); "Expanding Curricular and Pedagogical Possibilities: Yup'ik-Based Mathematics, Science, and Literacy" (Jerry Lipka); and "Transforming Schooling: From Possibilities to Actuality?" (Jerry Lipka). An appendix describes methodology used in collaborative action research. An epilogue

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(Jerry Lipka, Gerald V. Mohatt) discusses declining university support, language shift, continuing development of Ciulistet teachers, and increasing involvement of Native elders in educational development. Contains references in most chapters, photographs, and author and subject indexes. (SV)

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